

Introduction

The California Commission on Teacher Credentialing (CCTC) provides a full range of teacher development and support programs to serve new teachers at all stages of the "Learning to Teach Continuum".

At the earliest entry level, the Paraprofessional Teacher Training Program helps instructional assistants complete their undergraduate studies and earn a Bachelor's Degree, and then continues to support them in achieving a California Teaching Credential.

The Pre-intern Program serves new teachers who have a Bachelor's Degree, but who have not completed either their subject matter preparation or their pedagogical preparation. After Pre-interns have demonstrated their subject matter competence, they then move into an Intern Program or enter a traditional fifth-year teacher preparation program. Interns receive formal teacher preparation, support, and supervision through this program until they have earned a Teaching Credential.

Teachers with a Preliminary Teaching Credential are served during their first two years in the profession through the Beginning Teacher Support and Assessment Program (BTSA), which provides formative assessment and individualized support. BTSA is co-sponsored by the California Department of Education and the CCTC.

It is the intent of the CCTC that every new teacher receive instruction and support so that they become fully credentialed educators. The Learning to Teach Continuum programs provide opportunities for teachers to deepen their knowledge about teaching and learning, leading to quality instruction for the students of California.

Amy Jackson
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Paraprofessional Teacher Training Program

The Paraprofessional Teacher Training Program (PTTP) is a state-funded paraeducator (instructional assistant/aide) career ladder program leading to a teacher preparation program and ultimately, to a teaching credential. Paraprofessional participants may be undergraduates, or they may already have a Bachelor's Degree but have not done any teacher preparation coursework. Program participants receive assistance with college/university tuition, fees, and books, as well as other support services to increase success in the program, in accordance with each local program design. Participants who are undergraduates and who earn a Bachelor's Degree may remain in the PTTP and enroll in a teacher preparation program, or they may enroll in a Pre-intern or Intern Program, as applicable to their individual circumstances.

Eligibility Requirements

Program participants must be employed as paraeducators in a local school district and/or County Office of Education that has applied for and received funding from the state to operate a PTTP program. There are currently forty-two funded programs across the state, serving 2,940 participants.

Program Outcomes

Since January, 1995, the Paraprofessional Teacher Training Program has produced a total of 310 fully credentialed teachers to serve in California public schools. An additional 219 participants are currently serving on Preliminary Credentials, Pre-intern Certificates, Internship Credentials, and/or Emergency Permits.

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Pre-intern Program

The goal of the Pre-intern Program is to reduce the number of Emergency Permit teachers in the state by assisting individuals to meet requirements for entry into Internship Programs, through which teachers are able to continue serving in their districts while completing remaining credential requirements. The Pre-intern Program was initiated in the 1998-99 school year and is beginning its fourth year of service.

Many teachers who serve on Emergency Permits fail to become fully credentialed and leave the profession within a few years, either because they don't receive the support they need to be successful, or because they are unable to complete credential requirements due to deficiencies in their knowledge of the subject(s) they are assigned to teach. The Pre-intern Program addresses this problem by providing formal and substantial support and assistance to Pre-interns so they can obtain subject matter competence. The state provides funding to local school districts and/or County Offices of Education to provide needed Pre-intern services. Local programs connect Pre-interns with experienced teachers who serve as "coaches", provide basic pedagogical training, and focus on providing instruction toward candidates' completion of the subject matter competence requirement, a prerequisite for Internship Programs.

Eligibility Requirements

To qualify for a Pre-intern Program, an individual must have passed CBEST, have a minimum of a Bachelor's degree, have 40 units of subject matter (multiple subject) or 18 units (single subject), and obtained character and identification clearance.

Program Outcomes

Early data on the Pre-intern Program indicates that there has been a reduction in attrition rates of Emergency Permit teachers. The Pre-intern Program has an annual retention rate of approximately 90% in its first three years. In addition, there is some early indication based on percentages of Pre-interns meeting subject matter requirements that the program is also succeeding in helping Emergency Permit teachers ultimately meet credentialing requirements.

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Intern Program

The Intern Program allows individuals to complete their teacher preparation coursework concurrent with their first year or two in a paid teaching position. An Intern Program may be led by a college/university, school district, or County Office of Education.

Eligibility Requirements

To qualify for an Intern Program, an individual must have passed CBEST, have a minimum of a Bachelor's Degree, met the subject matter competence requirement, and obtained character and identification clearance.

Program Outcomes

Internship Programs are designed to provide alternative routes into the teaching profession. The program provides teacher preparation coursework and an organized system of support from college and district faculty. Completion of an Intern Program results in the same credential as is earned through a traditional teacher preparation program. More than 12,000 teachers have received their teaching credentials through Internship Programs.

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Teacher Induction Program

Beginning Teacher Support and Assessment (BTSA)

Established in 1992, the Beginning Teacher Support and Assessment Program, which is co-sponsored by The California Commission on Teacher Credentialing (CCTC) and The California Department of Education (CDE), provides opportunities for fully prepared first and second year teachers to expand and deepen their teaching knowledge and skills. A distinctive feature of the BTSA Program is the use of an Individual Induction Plan (IIP) that the new teacher co-develops with the assistance of a support provider. In developing the IIP, the new teacher and support provider are informed by the results of a systematic formative assessment of the new teacher's practice in relation to the California Standards for the Teaching Profession (CSTP). The formative assessment identifies, in relation to the CSTP, the areas of prior development and needed further growth in teaching. Completion of an induction program leads to a Professional Credential, which is renewable every 5 years.

Eligibility Requirements

Teachers eligible to participate in the BTSA Program have earned a Bachelor's Degree, passed the CBEST, met all subject matter standards, and completed professional preparation including either (1) at least one semester of supervised teaching or (2) at least one year of internship teaching in a public school. These qualifications of BTSA teachers distinguish them from interns and pre-interns. The BTSA Program offers distinct learning opportunities and collegial services that are at more advanced levels than the offerings of Internship and Pre-internship Programs.

Program Outcomes

The BTSA Program provides a smooth transition into the complex responsibilities of teaching, increases the retention of teachers, and improves the learning opportunities for their K-12 students.

Contact Information:

For further information concerning the statewide BTSA Program, please visit our website:

www.btsa.ca.gov